

Revised Missouri Standards for the Preparation of Educators (MoSPE)

Missouri Educator Preparation Governance

The purpose of this document is to provide guidance and outline the responsibilities of Educator Preparation Programs (EPPs) leading to recommendation for educator certification in the State of Missouri. The responsibilities of the Missouri Department of Elementary and Secondary Education (DESE) Office of Educator Quality (OEQ), Educator Preparation and Educator Certification, are also articulated.

EPPs are held accountable for their product, the quality of the certification candidates who complete their respective programs. The process of accountability and the data collected are described in the [Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs](#). MoSPE describes the program framework for institutions and organizations offering programs leading to recommendation for Missouri educator certification. This document was collaboratively developed by EPPs and DESE and informed by research.

Anything included in a professional educator preparation education program beyond the language included in this document and in the matrices is at the EPP's discretion.

Standard 1: Candidate Professional Knowledge and Skills, and Their Application

Candidates over the course of their program develop the content and pedagogical knowledge, skills, and professional behaviors of competent, caring, and effective professional educators as evidenced by candidate demonstration of:

- emerging competence in general education, content knowledge, pedagogical skills, and professional behaviors, beginning at admission and evaluated regularly and frequently throughout an educator preparation program.
- understanding of current state content expectations for PK-12 students relevant to the candidate's certification area.
- understanding of culturally responsive practice, including consideration of the intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, religion, differing abilities, and the impact of language acquisition and literacy development on learning.
- understanding of the central concepts, structure, and tools of inquiry of the discipline(s) and creation of learning experiences that make these aspects of subject matter meaningful and engaging for students. [Missouri Educator Evaluation System (MEES) for Teachers Std. 1]
- understanding of how students learn, develop, and differ in their approaches to learning. [MEES for Teachers Std. 2]

- adapting learning opportunities to diverse learners and supporting the intellectual and personal development of all students. [MEES for Teachers Std. 2]
- long- and short-range curriculum development and implementation based upon student, district, and state needs. [MEES for Teachers Std. 3]
- variation of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. [MEES for Teachers Std. 4]
- understanding of individual/group motivation and student behavior to create a learning environment that encourages active student engagement in learning, positive social interaction, and self-motivation. [MEES for Teachers Std. 5]
- effective verbal, nonverbal, and media communication skills. [MEES for Teachers Std. 6]
- formative and summative assessment strategies to assess the learner's progress and use of both classroom and standardized assessment data to plan ongoing instruction. [MEES for Teachers Std. 7]
- self-reflection with continuous assessment of the effects of choices and actions on others and active pursuit of professional development focused on the improved learning of students. [MEES for Teachers Std.8]
- effective working relationships with students, families, school colleagues, and community members. [MEES for Teachers Std. 9]

Standard 2: Candidate Clinical Experiences and Program Partnerships

Educator preparation programs (EPPs), in collaboration with PK-12 school partners, will design and facilitate high quality, varied, diverse, and ongoing field and clinical experiences throughout the program that align with state requirements, are supervised by appropriately credentialed cooperating teachers and university supervisors, and are evaluated using evidence of candidate performance, as outlined in Appendix A.

EPPs will work collaboratively with school districts to establish mutually agreed conditions for fieldwork experiences that clarify expectations of candidates, PK-12 personnel, and university faculty/supervisors annually. This agreement may take the form of a Memorandum of Understanding and may also include other forms of written communication. Updated agreements will be submitted to DESE prior to each academic year.

Standard 3: Candidate Recruitment, Progress, and Retention

Educator preparation programs (EPPs) demonstrate that the recruitment, support, and development of candidates are ongoing and purposeful, throughout all phases of the program, resulting in quality educators who are prepared to effectively support success for all learners. EPPs show evidence of:

- fair and equitable admission policies and procedures for admission to the institution and to the educator preparation program.

- a system, with clearly defined policies and procedures, to monitor professional progress throughout the program but especially at periods of transition (i.e., admission to the program; continuance in the program based on performance; admission to student teaching or internship).
- a system of support that informs and counsels educator candidates about professional standards for performance and professional expectations of the role for which they are preparing.
- clear communication of each educator candidate's progress toward meeting professional standards and expectations.
- guidance to educator candidates about professional transitions related to certification, job-seeking, professional growth, etc.
- solicitation of and response to graduate and employer feedback for program improvement.

Standard 4: Program Commitment to Quality and Diversity

Educator preparation programs (EPPs) and their supporting institutions provide the resources to ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers. To ensure these outcomes EPPs employ a system of continuous improvement that gathers data from a variety of evidence sources and analyzes that data holistically and by certification program annually to identify needed program adjustments, modifications, and resources. A variety of stakeholders provide and/or analyze program effectiveness data or feedback. EPPs also submit data annually to DESE as requested, for ongoing accountability and public reporting.

EPPs and their supporting institutions promote inclusion, diversity, and equity and ensure that preparing educators understand strategies for promoting inclusion, diversity and equity in schools. This commitment is evidenced by policies and practices that:

- encourage recruitment and retention of appropriately credentialed and diverse faculty and cooperating teachers.
- support and retain diverse students and candidates.
- articulate a policy, plan, and professional development for continual growth of knowledge, skills, and commitment to culturally responsive practices
- embed culturally responsive reflective practice throughout curriculum and policies.
- promote equity, and are implemented and evaluated as part of the EPP annual review process.
- develop faculty and candidate commitment to practicing in a variety of educational settings with a focus on educational equity.
- utilize a variety of appropriate resources to advance practices that promote inclusion, diversity, and equity.

Glossary of Terms

Candidate Recruitment – the procuring of candidates for educator preparation, toward the goal of preparing them to work as qualified PK-12 educators capable of performing their professional responsibilities in ways that lead to meaningful student learning

Clinical Educator – a cooperating teacher, on-site supervisor, university supervisor, or faculty member responsible for supervising, observing, and/or evaluating an educator candidate's professional performance in a field or clinical experience

Content Knowledge – an understanding of concepts of a particular academic discipline

Cooperating Teacher – an in-service teacher in whose classroom a teacher candidate completes a field or clinical experience, and who is responsible for supervising and evaluating the candidate's daily activities in the field

Culturally Responsive Practice – activities of teaching, intentionally and thoughtfully designed with attention to the intersectionality of characteristics in categories such as race, ethnicity, social class, family background, gender identity and expression, sexual identity, religion, differing abilities, and the impact of language acquisition and literacy development on learning

Diversity – variation in characteristics of individual group members that may include categories such as race, ethnicity, social class, family background, gender identity and expression, sexual identity, religion, differing abilities, and language acquisition and literacy development

Educator Preparation Program – an academic program at an accredited institution of higher education, approved by DESE on behalf of the Missouri State Board of Education (SBE) to recommend candidates for professional educator certification upon successful completion

Equity – a condition of a classroom learning community in which personal and social identifiers such as gender, race, ethnicity, language, disability, family background, and/or income are not obstacles to accessing educational opportunities, and that exists when an intentional focus on learning outcomes and the allocation of resources ensure that each student, particularly those from historically underrepresented, underserved and marginalized groups, excels through purposeful engagement, rigorous instruction, and relevant educational experiences

General Education Knowledge – the curricular foundation of the American Academy, as defined by the Missouri Department of Higher Education and Workforce Development

Pedagogical Content Knowledge – a teacher's specialized professional expertise that combines understanding of discipline-specific ideas with an understanding of the practice of teaching and results in teaching practices specific to the discipline

Pedagogical Skills – instructional and classroom engagement practices employed by a teacher to promote meaningful learning for students

Professional Behaviors – performance and conduct generally expected of professional educators with regard to their assigned duties and interactions with students, supervisors, colleagues, parents, community members, and other stakeholders

Appendix A

Clinical experiences are essential for the preparation of educators; the length of the experience, the setting and diversity of experiences, and credentials of the PK-12 mentor are elements the EPP should monitor. EPPs and their PK-12 partners prepare, evaluate, support, and retain high-quality clinical educators who meet the following qualifications.

Teacher Preparation Programs

Early Level Clinical Experience Requirements for Teacher Candidates	
Early Level Definition and Purpose	<p>The purpose of this level of clinical experience is for candidates to experience and explore the career of education in one or multiple certification areas.</p> <p>Teacher candidates will observe learners in diverse classroom populations in one or more classroom settings and have structured learning experiences with students upon declaring education as a major. These observations will serve to expose candidates to both diverse learners and diverse classroom contexts.</p> <p>This experience should be documented as a separate one-hour course or embedded within another course(s) identified on the EPP's matrix.</p>
Length	Minimum of one semester hour and 30 total clock hours. Observation may occur in one or more PK-12 school settings.
Cooperating Teacher	<ul style="list-style-type: none"> ● Bachelor's degree ● State approved certification in the content area and grade range being observed is preferred. ● Recommendation of cooperating teacher's building administrator
University Supervisor or Faculty Member	<ul style="list-style-type: none"> ● Minimum of three years of experience in PK-12 school and/or educator preparation ● Master's degree in Education or related area ● Ability to interact, mentor, communicate with students and cooperating teachers

Mid-Level Clinical Experience Requirements for Teacher Candidates	
Mid-Level Definition and Purpose	<p>This experience should be designed to develop the candidates' skills so they are successful during their student teaching semester.</p> <p>Teacher candidates will observe in a classroom setting with diverse populations and have structured learning experiences that include engaging students using research-based instructional strategies.</p> <p>This experience should be documented as a separate one-hour course or embedded within another course(s) identified on the EPP's matrix.</p>
Length	Minimum of one semester hour and 45 total clock hours. Experience must occur in a PK-12 school setting in candidates' intended certification area.
Cooperating Teacher	<ul style="list-style-type: none"> ● Minimum of three years of PK-12 teaching experience ● Bachelor's degree ● State approved certification in the content area and grade range ● Recommendation of cooperating teacher's building administrator

University Supervisor or Faculty Member	<ul style="list-style-type: none"> ● Minimum of three years of experience in PK-12 school and/or educator preparation ● Master's degree in Education or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and/or pedagogy ● Ability to interact, mentor, communicate with students, and on-site supervisors
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Culminating Clinical Experience Requirements for Teacher Candidates	
Culminating Definition	Teacher candidates will experience full immersion into a classroom setting utilizing research-based instructional strategies to engage students in quality instruction and adjust instruction based on feedback from the cooperating teacher and/or university supervisor.
Length	<p>Minimum of eight semester hours and 12 weeks duration</p> <ul style="list-style-type: none"> ● Experience must occur in a PK-12 school setting in candidate's intended certification area. ● Time requirements must include full workdays and weeks in accordance with the assigned PK-12 site's normal work schedule.
Cooperating Teacher	<ul style="list-style-type: none"> ● Minimum of three years of PK-12 teaching experience in the certification area ● Bachelor's degree ● State approved certification in the content area and grade range ● Recommendation of cooperating teacher's building administrator ● Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.
University Supervisor/ Faculty Member	<ul style="list-style-type: none"> ● Minimum of three years of experience in PK-12 schools ● Master's degree in Education or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and/or pedagogy ● Ability to interact, mentor, communicate with students and on-site supervisors ● Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Weekly contact with student teachers and cooperating teachers ● Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.

Clinical Educator Workload	EPPs should have written policy regarding the deployment and workload of clinical educators demonstrating the time and effort required to provide meaningful, substantive, and timely feedback to candidates.
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School Counselor Preparation Programs

Clinical Experience Requirements for School Counselor Candidates	
School Counselor Candidate Definition	School counselor candidates will experience full immersion into a school setting delivering research-based school counseling curriculum, individual student planning, responsive services; and providing support to a comprehensive school counseling program based on guidance from the on-site supervisor and/or university supervisor.
Length	Three credit hours and 300 total clock hours
On-Site Supervisor	<ul style="list-style-type: none"> • Minimum of three years of PK-12 experience in supervision area • Master's degree in School Counseling or related area • Must complete formative observation of school counselor candidate and conference at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually by the EPP.
University Supervisor	<ul style="list-style-type: none"> • Minimum of three years of experience in PK-12 schools preferred • Master's degree in School counseling or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and pedagogy • Ability to interact, mentor, communicate with students, and on-site supervisors • Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format • Weekly contact with school counselor candidate • Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.
Supervisor/Candidate Ratios	EPPs should have written policy regarding the deployment and workload of clinical educators demonstrating the time and effort required to provide meaningful, substantive, and timely feedback to candidates.

School Leader Preparation Programs

Clinical Experience Requirements for School Leader Candidates	
School Leader Candidate Definition	School Leader candidates will experience full immersion into a school setting engaging in leadership activities aligned to Missouri Leadership Development System (MLDS) domains and competencies based on guidance from the on-site supervisor and/or university supervisor.

Length	<p>Three credit hours and 300 total clock hours (200 hours in major area, 50 hours in minor area, and 50 hours at discretion of the program). The 200 hours should be divided as follows:</p> <ul style="list-style-type: none"> ● 10 Visionary ● 50 Instructional ● 70 Managerial ● 50 Relational ● 20 Innovative
On-Site Supervisor	<ul style="list-style-type: none"> ● Minimum of three years of PK-12 experience in supervision area ● Master's degree for supervision of Principal, Special Education Administration, or Career Education Director candidates ● Specialist degree for supervision of Superintendent candidates
University Supervisor	<ul style="list-style-type: none"> ● Minimum of five years of experience in PK-12 Schools preferred ● Minimum of a Specialist degree, plus demonstrated PK-12 knowledge and expertise – students, content, and pedagogy ● Ability to interact, mentor, communicate with students, and on-site supervisors ● Minimum of three contacts per program/coursework ● Ability to interact, mentor, communicate with students, and on-site supervisors ● Successful completion of training on the current performance assessment through a Missouri Professors of Educational Administration (MPEA) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Must complete culminating summative evaluation conference with candidate. The summative score for each candidate will be reported annually to DESE by the EPP.